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ABSTRACT

Historically, articulation linkages between secondary and post-secondary institutions have focused on admissions and recruitment. However, with the rising aspirations of minority groups and the addition of community colleges to the educational continuum, educational articulation must take on new, more comprehensive dimensions. The articulation process should include the coordination of educational programs, the coordination of processes and procedures, and the coordination of a variety of programs, practices, and services to promote the continuous, efficient, forward progress of students through the educational system. The articulation process in post-secondary institutions must be an integral part of the organization and adminstration of guidance services in order to address the specific needs of its diversified population. Guidelines for such a process must give priority to the student's welfare, and should include a realistic appraisal of needs, a clear statement of policies, standards, and procedures, open communication between institutions, and formative evaluation of procedures. A six step systematic approach to the articulation process would involve needs identification, problem statement, identification of goals and objectives, information processing, testing of solutions, and evaluation of outcomes. The paper presents a practical application of an articulation model for developing linkages and networks for students in higher education, and gives examples of activities in which universities can offer resources and services to local schools, from administrative, faculty, and student perspectives. Benefits to students, the university, and the local schools from such linkages are listed. (BL)

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Increasing Articulation in the Secondary Schools Through the University Structure

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It has been our observation in the District of Columbia and nationally that universities and the community and junior colleges tend to take a limited role in promoting linkages especially as they relate to the guidance and counseling of our young people.

While many colleges and universities have contributed articulation services, their outreach, in many instances, has been confined to Admissions or Special Equal Opportunity Programs. In many instances, certain academic departments have spearheaded similar activities all for the express purpose of increasing enrollments.

In the District of Columbia Public Schools, we serve approximately 97,000 students of which 20,000 are included in the enrollment for senior high schools and 95 percent are black youth. Through articulation processes such as the equal opportunity programs, less than 5 percent of our senior students are being served as a result of a formal effort to establish linkages with senior high school counselors. A great deal of the cooperative activities are done through counselor initiation rather than programs initiating from various university offices as a formal articulation process to the community.

Therefore, the purpose of this presentation will be to discuss the historical concepts of articulation processes and to recommend practical strategies whereby linkages can be strengthened between secondary and post-secondary institutions, particularly as they relate to high school counselors.

It is the premise of this writer that the linkages should be

broad in scope and should extend beyond the parameters of admissions and recruitment as the primary goal.

Articulation - Processes

Educational articulation is a comprehensive term that is gaining renewed interest. Contributing factors include rising aspirations of minority groups and the addition to the tri-level American educational system, the Community Junior College. This further accentuated the need for sound planning for student transition.

Because of the multiplicity of definitions used to describe the concept of articulation, "many teachers, administrators, and specialists are confused about what constitutes a sound articulation process."[1]

In defining the term articulation, educators and administrators have shared several perceptions. A college president defined articulation as the linkage in progress along the learning continuum that involves skills, insights, and wisdom as well as subject matter.

Leland Medsker, a leading academic figure in junior-senior college articulation, finds the essence of articulation in joint efforts of individuals and institutions across a wide spectrum of activities, whether formal or informal, sponsored or voluntary, their endeavors facilitate the transfer of students from one school to another.

Frederick C. Kintzer, another professor of higher education who has studied articulation, sees articulation as ordering the continuous flow of students from one grade level or school to another. In its broadest sense, Kintzer calls it the interrelationships between school and colleges, quasi-educational institutions, and other communitiy

organizations--all activities that include the movement of students.[2]

College admissions officers view the articulation process as precise and specific in its interpretation. More succinctly,

> . . .it is the exchange of information between the high school and the university so as to make the lot of the student easier in effecting the transition from high school to higher education.[3]

Further review of various perspectives on articulation revealed that the Association for Supervision and Curriculum Development devoted its 1958 yearbook to articulation, providing a comprehensive definition:

> The term "articulation has usually been defined in the literature of professional education in terms of relationships among various elements of the school program and in terms of the interdependence of the several parts of that program. . . Successive units of the educational structure are said to be well-articulated when the parts are related to one another in a well-organized whole, when the various school levels are seen and are operated as interdependent parts of an ongoing and unified process of educations.[4]

Julius Menacker offered another comprehensive overview of articulation. It included the following:

> Formal education is most appropriately viewed as a continuous process beginning with the primary grades and extending through the highest level that a student's ability and resources can carry him. This is to say that one must not view the elementary school on the one hand and the university on the other as separate and distinct segments of the

> educative process. Instead, these organizational units must be viewed as adminstrative divisions that should in no way impede or interrupt the process of formal education, which has as its base a common body of knowledge that recieved greater delineation as one progresses through successive stages of development.[5]

Therefore, one might surmise that there are three common demoninators in the articulation process: (1) the coordination of education programs; (2) the processes and procedures whereby coordination is achieved; and (3) the coordination of a variety of programs, practices, and services.

The various defnitions of articulation are alike in many respects. Most descriptions emphasize communication among schools and colleges, institutional cooperation, and mutual understanaindg. A common view conceives of education as a continuum that transcends organizational units. Integrating skills and attitudes as well as subject matter is important. The primary focus is on improving the transition of students through the units of the educational system, ancillary organizations, and activities. These few concepts, taken together, form the irreducible fabric of articulation, best characterized by the processes which promote continuous, efficient, forward progress of students through the educational system.[6]

Julius Menacker discussed articulation classifications. The elements of articulation can be subdivided in a number of conceptual ways. For example one can divide articulation activities into formal and informal processes. Formal activities would include scholastic conferences for counselors, teachers, admission officers, prospective

students, or any combination of people convening in a sponsored program on articulation. Documents such as junior-senior college parallel programs or curriculum guides, admission information brochures, high school and college class profiles, and other written material published for counselor and student use belong to the formal category.

In contrast are the informal processes typified by an occasional telephone call from the secondary counselor to an acquaintance working in a university admissions office. The effectiveness of day-to-day, low-keyed relationships is helped by professional respect based on mutual trust among the participants.[7]

Julius Menacker further stated that articulation processes and activities can be viewed from the perspective of educational specialites, administrative artciulation, subject or curricula articulation, and guidance centered articulation. Administrative articulation occurs when chief officers of schools or colleges commit their institutions to cooperative endeavors, the sharing of resources or to certain policy changes for the good of students or the public at large. Curricular articulation emphasizes smooth acadmenic transition in subjects spanning educational levels through communication and cooperation among all teacher specialists. Guidance centered articulation holds center stage in the theater of school and college relations. It is here that most articulation activity occurs where the greatest resources are allocated with the most concrete and beneficial results. The main concerns are program selection, course transferability, admission, academic and social adjustment, and the best choices of institutions by students and of students by institutions.[8]

Another facet of articulation classifications discussed by Menacker stated that a distinction can be made between horizontal and vertical articulation. Horizontal articulation refers to problems of curricular integration and difference of instruction and general educational style that a student might experience in moving from one elementary school to another or from class to class in the same school or college. Information and attitudes in one curriculum area can be unrelated or even contradictory to the learnings in another area.

Vertical articulation refers to the movement upward or downward through the elements of the educational system, as moving upward from elementary to high schooler, or as in a surprising number of recent cases, downward from the university to the junior college. To distinguish between horizontal and vertical articulation is important only when focusing on the elements of school organization, such as curriculum or activities to be articulated. When one focuses on articulation process, vertical and horizontal distinctions become less important, because school organization is articulated not by formal procedures but through the experiences of students.[9]

In summary, good articulation requires a comprehensive view of the totality of student experiences in the educational system; then the parts or programs can be integrated into a meaningful whole.

If all levels of education were focused upon one single purpose and were under the policy direction and implementation of one board and one executive, there might be fewer problems which could be labeled articulation problems. Even if these circumstances were the case, however, any movement from one level to another would result in readjustment. This is the case because problems relating to the

transfer of students from one level of the educational ladder to another result largely from the fact that students change their goals and quite often their goals do not coincide with those established by the institutions. If an institution is concerned about the welfare of a student, especially as it relates to their transition from one institution to another, then the articulation is a necessary component in meeting the specified needs of this clientele.

Sound procedures for articulation processes are not explicitly identified in many post-secondary institutions.[10] The Knoell-Medsker study (1965) identified four focal points in the development of sound procedures in the articulation process. They include student, personnel services, the education program, and resources. The study further delineated specific guidelines for improving articulation between the secondary schools and post-secondary institutions. Those that relate directly to the effective organization amd administration of guidance services include the following:

. Policies and standards should be clearly related and objectively applied.

. Procedures in evaluating and accepting credit should uniformly and fairly applied to all applicants for admissions.

. Free, open, and continuing communication must exist between institutions regarding programs of students, pending changes therein, and development of new requirements.[11]

Post-secondary instututions, especially community colleges, have assumed the enormously difficult task of educating highly diversified student bodies.[12] It is obvious that these institutions must provide highly differentiated educational programs. It is equally clear that if

students are to choose wisely among many different courses and curricular leading to a great variety of future careers, they must be assisted in identifying their abilities and aptitudes in assessing their deficiencies and their potentitalities, and in rationalizing their aspirations. Therefore, the articulation process must be an integral part of the organization and administration of guidance services to insure these services are adequately coordinated between the secondary and post-secondary institutions.

Many forms of articulation have been developed over the years, especially between high schools and post-secondary institutions. Major activities have included research studies related to articulation problems, sponsoring conferences, publishing reports and brochures, organizing college days, redesigning forms, preparing counselor handbocks, coordinating testing programs.

Because approximately 80 percent of the public college and university students come from local high schools, there is a definite need to focus on specific problems related to this population.[13] These include opportunities for subject matter scope and sequence planning with local high school faculties and unlimited opportunities for gifted students to accelerate their educational process.

Wattenbarger further stated that since articulation problems are not limited to any specific level of education, the following guidelines should be applied in developing articulation activities for high schools, community junior college, and baccalaureate degree granting institutions.

1. In all matters, the welfare of the individual student is of primary importance. No decision or policy should be enforced merely for the convenience of the institution.

2. In counseling individual students, emphasis should be placed upon a realistic appraisal of demonstrated past performance and appropriateness of institutional and career choices.

3. Policies and standards should be clearly stated and objectively applied.

4. Procedures in evaluating and accepting credit should be uniformly and fairly applied to all applicants for admission.

5. There must be free, open, and continuing communication between institutions regarding programs of students, pending changes therein, and development of new requirements.

6. Generalizations about institutions and/or student groups should be avoided unless there is adequate research data which warrant such generalizations.

7. There should be recognition of the fact that students who have problems, such as financial or family responsibilities, and so on, will probably continue to have such problems and will need continuted help.

8. In arriving at recommendations relating to solutions, all elements (high schools, community colleges, universities, coordinating agencies, faculty, students, and so on) should be represented.

9. Because articulation is both a process and an attitude, the machinery for achieving solutions to problems should involve voluntary and peer level participation on a collegial basis.

10. Since admission policies and similar regulations require official implementing action, boards of trustees or coordinating

commissions should approve such policies and/or regulations only when recommended by committees of professional persons specifically assigned resopnsibility to develop such statements.

11. State-level action is not a substitute for local action. Each instutition will need to provide specific feedback and other information to institutions within its own area.

12. Constant evaluation of procedures and other articulation machinery is necessary.

13. While systems of colleges or universities are generally public and therefore legal imposition of articulation activities is limited to public institutions, privately supported institutions should be involved insofar as they are willing to participate.

14. There must be continuous attention given to articulation procedures. New personnel at all levels in all institutions will need constant orientation to the previous history in the state.

In applying these guidelines there must be a statewide concern. All institutions must participate in the identification of problems, in the study of their effect, in the formation of recommendations for solutions, and in the implementation of procedures which will alleviate or eliminate barriers to smooth transfer.[14]

Ryan cited a flowchart model which reflected a systemic approach one might adopt in initiating an articulation process. This flowchart is portrayed on the next page:

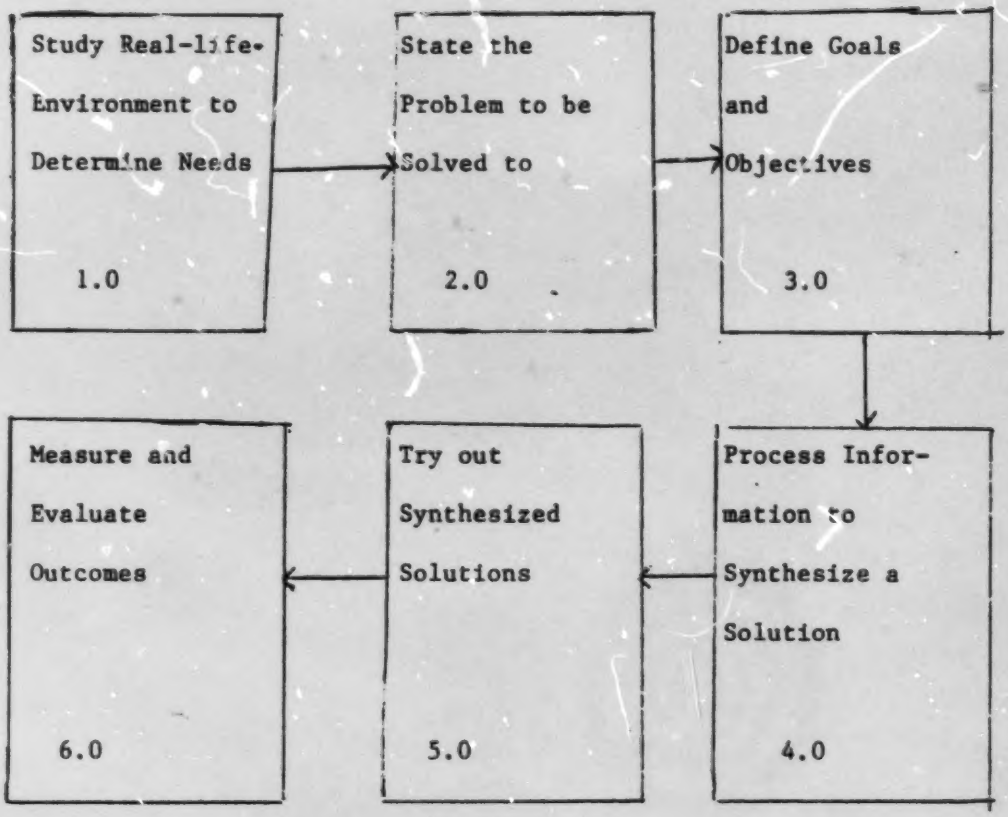

Fig. 1. Flowchart Model - Articulation Process[15]

The writer supports the thesis of the research and concludes that there must be a systemic approach by post-secondary institutions to develop formal and informal articulation processes with local schools The focus should extend byond the purview of the high school counselor, and should be inclusive of teachers, administrators, and parents. Also,

the activitites/programs should be developmental rather than fragmented in scope. The primary purpose of the activitites/programs should have one major focus - that of increasing the quality of education, especially for black youth.

Recommendations

The following represents a practical application of an articulation model which could be extremely effective in developing linkages and networks for students in higher education.

The organizational structure of a University is so designed that it encompasses many resources which could be useful in helping local schools to accomplish their goals. Major operational components in a University include Office of Development, Office of Academic Affairs, Office of Administration and Office of Physical Plan and Facilities. Subsidiary components related to these offices will include some of the following:

College of Arts and Sciences
College of Business Administration
College of Public Affairs
Division of Continuing Education
Student Services
Admissions and Financial Aid
Registrar
Library
Alumni Office
Office of Budget and Planning

Each of these departments have full-time faculty and/or staff with expertise in every facet of education and administration.

Once the target school has been identified, a needs assessment should be made to determine what general categories may be needed. For instance, if the majority of the needs are focused on services for students, then the academic units and student services component may be the area in which you may wish the University to be represented. On the

other hand, if technical assistance is needed by the local schools, then the Office of Development of Administration may be more instrumental in providing long-range planning strategies and financial advice to the administration of the local school. It is of paramount importance that needs are predetermined before institutions make commitments.

Universities on a national basis have been somewhat successful with the articulation model. One such model has been developed by the University of New Orleans. This model was designed to assist an elementary-secondary educational complex in four major areas as determined by the needs assessment.

Categorically, the following are examples of activities which Universities can offer resources and services to local schools:

UNIVERSITY ADMINISTRATION-LOCAL SCHOOL ADMINISTRATION

- Long Range Planning
- Budget Planning
- Scheduling and Computer Services
- Departmental Curricular Assistance
- Research
- Admin strative Development Seminars
- Advisory Committees
- Professional Exchange Programs
- Financial Resources - Scholarships
- Educational Resources
- Community Involvement - Public Relations

UNIVERSITY FACULTY-STAFF -- LOCAL SCHOOL FACULTY

- Staff Development Seminar and/or Workshops
  - Interpersonal Relationships
  - Group Therapy
  - Time Management
  - Learning Styles
  - Values Clarification
  - Decision Making Skills
  - Parent Education and Train ng Programs

. Curriculum Development

  . Modules
  . Individualized Instruction
  . Evaluation of Student Progress
  . Teaching Methodologies

. Internships

. Research

UNIVERSITY FACULTY-STAFF -- LOCAL SCHOOL STUDENTS

. Counseling - Educational, Career, Therapeutic

. Keynote Speakers - Honors Day, College Day, Career Day

. Teach Related Academic Subjects

  . Math
  . English
  . Business
  . Human ties
  . Sciences
  . Physical Education

. Test Taking Techniques

  . SAT
  . PSAT
  . Job Related Test
  . Aptitude Test
  . Achievement Tests

. Enrichment Tours

. Shadowing

. Tutoring

. Career Development Seminars

  . Interview Techniques
  . Resume Writing
  . Job Hunting Skills
  . Financial Aid Tips
  . Admissions Orientation

. Development of Library Skills

  . Writing Reports
  . Research Skills
  . Reading Enrichment Program

. Clubs Related to Academic Disciplines

. Health Occupations Club
. Math Club
. Science Club
. Distributive Education
. Business Education
. Choral or Instrumental Music

UNIVERSITY STUDENTS -- LOCAL SCHOOL STUDENTS

. Peer Advisors

. Counseling

. Tutoring

. Special Projects

The benefits derived from developing linkages can be varied.

BENEFITS TO STUDENTS

. Provides positive role models for students;
. Provides training and expertise from professionals;
. Broadens student's experiential background;
. Provides an additional support base beyond the school and the home;
. Assists in the acquisition of necessary skills to meet the demands of a highly technological society.

BENEFITS TO UNIVERSITY

. Provides an opportunity for University to make a contribution to the community;
. Increases visibility of the University--positive public relations vehicle;
. Provides opportunities for faculty and staff to gain varied kinds of practical experiences;
. Improves articulation between the University and the Local School.

BENEFITS TO LOCAL SCHOOLS

. Provides better utilization and coordination of resources which are vital in the implementation of an effective educational program;
. Assists in strengthening the support and resource base by the implementation of the goals and objectives of the educational institution;
. Assists in maintaining highly trained staff capable of meeting the new and changing trends in educations.

In an era of declining enrollments, Universities will need to explore new avenues for motivating the local schools to take advantage of their institutions. Universities can demonstrate their sincerity and interest by creating networks and linkages with high school counselors on a developmental and ongoing basis.

Footnotes

1. Julius Menacker, From School to College: Articulation and Transfer (Washington, D. C.: American Council on Education, 1975), p. 1.

2. Ibid., pp. 1-2.

3. Harold E. Tenner, "Secondary School College Articulation," (American Association of Collegiate Registrars and Admission Officers, 1963), mimeographed, p. 1.

4. Association for Supervision and Curriculum Development, A Look at Continuity in the School Program (Washington, D. C.: NEA, 1958), pp. 4-5.

5. Julius Menacker, "Subject Articulation Between High School and College," Clearing House, December 1969, p. 220.

6. Julius Menacker, From School to College: Articulation and Transfer (Washington, D. C.: American Council on Education, 1975), pp. 3-4.

7. Ibid., p. 4.

8. Ibid.

9. Ibid., p. 5.

10. Dorothy Knoell and L. Medsker, From Junior to Senior College: A National Study of the Transfer Student (Washington, D. C.: American Council on Education, 1965).

11. Ibid.

12. Ogilvic and Raines, Perspective on the Community-Junior College, pp. 175-218.

13. James L. Wattenbarger, Articulation with High School, Colleges, and Universities: Student Development Programs in the Commun ty Junior College (New Jersey: Prentice-Hall, Inc., 1972), p. 165.

14. Ibid., pp. 166-67.

15. Antoinette Ryan, "Systems Design . n the Development of Counsel ng and Guidance Programs," The Personnel and Guidance Journal 49, November 1970, p. 224.

Unpublished Work

16. Dorothy E. Jenk ns, "How Universities Can Adopt Schools," 1981, pp. 1-3.